DOCUMENT RESUME

ED 183 035 HE 011 968

AUTHOR Kaye, A. R.
TITLE The Allama Iqbal Open University, Pakistan. A Case Study in Distance Learning Systems.
INSTITUTION Open Univ., Walton, Bletchley, Bucks (England).
PUB DATE Nov 78
NOTE 33p.; For related documents see HE 011 967, HE 012 015 ; Prepared at the Centre for International Cooperation and Services.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Access to Education; Admission Criteria; Ancillary Services; College Administration; Curriculum; Delivery Systems; *Developing Nations; Educational History; Educational Policy; *Educational Technology; *Extension Education; *External Degree Programs; Facilities; *Foreign Countries; Governance; Higher Education; Institutional Research; Mass Media; Postsecondary Education; Rural Areas; Student Evaluation; Student Financial Aid; Teaching Methods
IDENTIFIERS *Allama Iqbal Open University (Pakistan); *Open University (Great Britain)

ABSTRACT

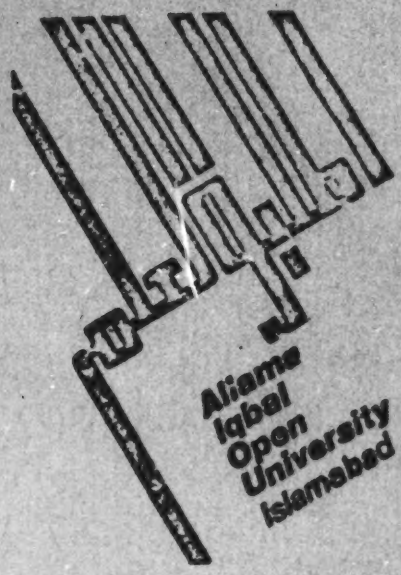
A brief description of Pakistan (physical setting, population, economy, government, communications, and rural development program) and its educational system introduce a description of the Allama Iqbal Open University (AIOU) in Islamabad. AIOU was established by the Pakistani government primarily to provide adult and continuing education through mass media. Brief descriptions are given of these elements of the institution's history and operation: policy and legal origins; intended clientele; curriculum offerings and organization; media and methods of instruction; course creation, production, and distribution; student admission, registration, and records; regional offices, support services, and student financial aid; student evaluation; organization and administration; governance; financial control; institutional research; and staff and physical facilities. (MSE)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED183035

THE OPEN UNIVERSITY

CENTRE FOR INTERNATIONAL COOPERATION AND SERVICES



A case study in distance learning systems:

THE ALLAMA IQBAL OPEN UNIVERSITY, PAKISTAN

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Open Univ

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

A.R. KAYE
November 1978

HE 011 968

The Allama Iqbal Open University, Pakistan

CONTENTS

PART A : The Country 1

PART B : The Education System 5

PART C : The Allama Iqbal Open University

1. Origins 11
2. Who For? 12
3. What Courses? 13
4. What Media and Methods? 16
5. Course Creation 17
6. Course Production 17
7. Course Distribution 18
8. Student Admission, Registration, Records 19
9. Student Support 20
10. Assessment and Examination 22
11. Organisation and Administration 22
12. Control 25
13. Resources 25

Acknowlegements and Bibliography 28

PAKISTAN (.... = Provincial Boundaries)

AIOU Headquarters : Islamabad

AIOU Regional Offices : Islamabad
Lahore
Multan
Quetta
Peshawar
Mirpur

Planned Regional Offices : Hyderabad
Faisalabad

PART A : THE COUNTRY

Physical Setting

1. Pakistan has an area about 300,000 square miles and runs roughly south-west to north-east between 23° and 37°N and 62° and 75°E. It spreads from: the Himalayas in the north to the Arabian Sea in the south; Afghanistan and Iran in the west to India in the east. Much of the west (mainly Baluchistan) is inhospitable and arid. The east is relatively flat and fertile and is amply supplied with water from the Indus and its tributaries, and by means of a massive dam/canal system.

   The nation's food and grain (Pakistan is very nearly self-sufficient, in favourable weather conditions, for feeding its population at present) comes from the east, mainly the Punjab. There are over 40,000 villages, and about half the farms are smaller than 5-plus acres. Wheat and cotton are the principal agricultural products.

Population

2. Total population is currently estimated at about 76 million, of which 72% were living in rural areas at the time of the 1972 census. About 95% of the population are Muslims. About 70% are illiterate, the majority being women. The national language is Urdu, but English continues as a widely used official language. There are several provincial languages or dialects. The population is unevenly spread over the four provinces:

Province	Area (M.acres)	Population (1970) (M people)
Punjab	51	37.4
Sind	37	14.0
N.W. Frontier	24	10.9
Baluchistan	86	2.4

   In general migration is occurring from rural to urban areas. Unemployment is rife in the urban areas, whereas seasonal under-employment is the norm in rural areas. Average monthly earnings in rural areas are about 210 Rupees (ca 17 Rs/£) per family (6-plus people).

3. Population increases average 3% per year: the rapidly increasing population is said to be one of the few planning certainties in Pakistan. In 1976/77 the population is estimated to be about 76 million of whom 48% are under 15. By 1979/80 it is estimated that it will be 81.5 million. 2.75 million children were born in 1974 and it is predicted that 3.51 million children will be born in 1984.

The Economy

4. Pakistan as measured by per Capita GNP is a poor country ($ 160 per head in 1972/73). In recent years, GNP has been rising at about 4% a year in real terms. Arable land and water for irrigation and for power are Pakistan's most important natural resources. About a third of GNP is derived from agriculture and about half those in employment obtain their livelihood from the land, the main crops being wheat, rice, cotton and sugarcane. Industry has few indigenous raw materials except agricultural ones. Textiles are the most important industry.

The Government

5. The Islamic Republic of Pakistan is a parliamentary democracy whose constitutional head is the President and whose chief executive is the Prime Minister. At the present time, however, the country is governed provisionally by Martial Law Administrators. There are two Federal legislative bodies - the Senate and the National Assembly. The four Provinces (Baluchistan, North West Frontier Province, Punjab and Sind) each have their own assemblies and ministers with responsibilities for most of the regional or local government services and the power to raise local taxes. Pakistan is through its constitution an Islamic country and about 95% of the population are Muslims. Family relationships play a very important part in the social life of Pakistan. Although women provide most of the labour in rural Pakistan, comparatively few women are in paid employment.

Communications

6. Postal services cover all parts of Pakistan and are generally accepted to be quite adequate. There are a total of 8,000 post offices. There is a comparatively well developed railway network which connects most of the major population centres. Paved roads connect most towns but in rural areas road travel is slow (about 16% of the nation's 42,000 villages are located on metalled roads). Domestic air services between the principal cities are excellent. Postal delivery times from Islamabad relate directly to the accessability of the addressee: two or three days to major towns with up to 2 weeks to the remotest areas are typical. The telephone network is not very well developed.

7. The Pakistan printing industry is characterised by many small scale printers most of whom do not have the working capital to take on major jobs. Government purchasing regulations require publically funded institutions to accept lowest tenders and this is reported to lower printing standards and to produce a poor delivery record. The National Printing Corporation of Pakistan is the main Government printer with major facilities in Islamabad but these facilities are only available to autonomous publically funded bodies at relatively high payment rates. The small number of printers capable of high quality work are invariably uncompetetive in tenders. A general problem that faces all printers in Pakistan is the availability and quality of paper. Nearly all is imported and supplies are irregular and quality generally low.

8. Radio and television broadcasting are the responsibilities of the Pakistan Broadcasting Corporation (PBC) and the Pakistan Television Corporation (PTV) respectively. Both corporations are semi-autonomous bodies under the Ministry of Information funded through licence fee income, advertising and programme transmission income and government subsidy.

9. Radio transmission is more or less universal (93% of the population). Eight medium wave stations are operational and a new powerful national transmitter is being used on a trial basis. Some stations transmit from one channel only but most transmit from two channels. Stations have a measure of autonomy and simultaneous nationally broadcast programmes currently take up a small proportion of total output. Urdu is the most widely used language but programmes are also broadcast in seventeen regional languages and English. PBC has no separate Education Division. It has a small output of school broadcasts. One of its most successful educational activities is a daily Farm Forum programme. PBC both produces and transmits programmes but subject to safeguards is willing to transmit programmes produced by other agencies. Rates for transmission are based on the number of stations used. Educational bodies receive a 25% discount on the Commercial Rates. Educational rates in June 1977 were about Rs. 18,000 an hour from all eight stations (and are considerably higher than those charged by the BBC to the British Open University for national VHF coverage). Although statistics do not appear to be available access to radio receivers is reported to be widespread even in rural areas.

10. Reception of television is limited mainly to the major urban centres. 60% population coverage is claimed but as important a factor as reception is the availability of electricity (in 1974 only about 9% of villages had an electricity supply). The actual number of sets installed in 1974 totalled 195,000 of which 164,000 were in Karachi, Lahore and Rawalpindi/Islamabad. Colour was introduced in 1976 but only represents a very small proportion of total output and of receivers. Most television transmission is national although there are some locally produced programmes in the main regional language. Educational Television (ETV) is a separate division of PTV which has established a reputation for pioneering work in the field of adult literacy. Like PBC, PTV both produces and transmits but will transmit material produced by other agencies. Transmission payment rates are commercial with a small discount for educational users (current costs are about Rs. 12,000 per hour from the three transmitters).

The Integrated Rural Development Programme (IRDP)

11. Formally a wing of the Ministry of Social Welfare, Rural Development and Local Government, IRDP is now a part of the Federal Ministry of Agriculture. IRDP has been established to facilitate the co-ordination of the services of the so called nation building departments in support of rural development at the Markaz level. A typical Markaz will cover an area comprising 80 to 100 villages with a population of say 100,000. The Markaz is a physical centre which normally houses the field staff of Provincial Agriculture, Health, Social Welfare, Education and Population Planning departments.

IRD provides a Markaz Manager, and field staff concerned with the creation of local village co-operatives. The essential aim of IRDP is betterment of rural life through self reliance. There are currently 135 Markaz centres in existence with plans for a further 580 centres in the next few years.

PART B : THE EDUCATION SYSTEM

Institutions

12. There are 10 Universities, almost 400 degree and intermediate colleges, about 80 professional colleges and more than 2,400 high schools. For general educational purposes Pakistan is therefore comparatively well endowed.

Organisation and Structure

13. Responsibilities for education are shared between the Federal and Provincial Governments. The Federal Government is responsible for overall policy and co-ordination. It has powers to make laws relating to policy, planning, curriculum, books, standards, centres of excellence and Islamic education. It directly administers the institutions in the Federal areas (including the AIOU) and has exclusive authority for libraries, museums, and federal agencies, institutes for research, professional and technical education and national colleges. The Provincial Governments have responsibility for the organization, funding and administration of the schools, colleges and universities within their Province. A University Grants Commission co-ordinates the activities of the Universities and funds centres of excellence (for particular subjects or area studies) and some development projects and research.

14. The educational structure is as follows (ages are notional: actual ages tend to be higher because of repeat years and late starting)

Primary - Classes 1 to 5 (ages 5 to 9)
Middle - Classes 6 to 8 (ages 10 to 12)
Secondary (High School) Classes 9 to 10 (ages 13 to 14)

Matriculation examinations are taken at the end of Class 10.

Higher Secondary/Intermediate College
- Class 11 to 12 (ages 15 to 16)

Intermediate examinations are taken at the end of class 12

Degree Colleges - Class 13 to 14 (ages 17 to 18)
Bachelor pass degree examinations are taken at the end of class 14

University - Honours Degree (age 19-one year beyond pass degree)
- Masters Degree

Certain specialists qualifications require some further explanation:

- Bachelor degree in Medicine: 5 years post Intermediate
- Bachelor degree in Engineering: 4 years post Intermediate
- Polytechnic Diploma : 3 years post matriculation
- B.Ed. : 1 year post BA
- M.Ed. : 1 year post B.Ed.

15. Nearly all educational institutions except the Universities are single sex. Instruction at the primary and middle level is usually in the regional language of which the most important are Punjabi, Sindi, Pashto and Baluchi. Urdu, the national language, which is the mother tongue of only about 7% of the population, is the normal medium of instruction at the secondary or higher secondary levels. English is used at most Degree Colleges and Universities.

Curricula

16. The school curriculum is being revised by the Federal Bureau of Curriculum. Revision for the Primary stage (classes 1 to 5) is agreed and is in the process of implementation. Revision of classes 6 to 8 for agro-technical subjects (agriculture, metal and woodwork, and home economics) is completed and is being implemented on a pilot basis. Revisions at higher levels are in preparation. Attention is also being given to revision of the examination system at all levels. It is possible to sit the major public examinations of matriculation, intermediate, and BA degree as an external student. Provided the minimum admission and registration requirements are satisfied, any student can enter for the examination on payment of the requisite fee. These external student arrangements are known as the private student system. The system whilst providing a useful alternative part-time avenue to recognised qualifications is a cause of concern because it encourages the passing of examinations rather than learning. It has given rise to alarming examination mal-practices and it supports a dubious commercial trade in answer books. The system is also said to have contributed to a lowering of educational standards. Abolition of annual class examinations up to class 9 has been agreed (to be replaced by school assessment) and there are proposals to introduce continuous assessment for class 10 and beyond.

Teacher Training

17. Primary school teachers are trained through a one year full-time post-Matriculation Course at a Normal School. This confers the qualification of Primary Teaching Certificate (PTC). There are also a number of older primary teachers who have no formal teaching qualification. Primary teachers are poorly paid and in rural areas in particular teaching standards are often reported to be of a low standard. Secondary school teachers are normally holders of B.Ed. degrees studied at Teacher Training Colleges. In-service teaching training takes place in Extension Centre s, Teacher Training Colleges, Normal Schools and Extension Colleges, and through the Allama Iqbal Open University.

Finance

18. Government expenditure on education in 1975/76 was only 1.8% of GNP (in comparison with Europe 7.6%, USSR 7.3%). UNESCO recommends that developing countries should spend at least 4% of the GNP on education. The Education Policy 1972-80 called for a 15% annual increase on education expenditure with the aim of increasing the share of GNP to 4% by 1980.

Budget allocations between sectors of education for some representative years are given below (in Rs. million)

Table 1.

	1947 / 48	%	1954 / 55	%	1964 / 65	%	1970 / 71	%	1973 / 74	%
Primary	11.0	47	41.7	44	137.0	30	221.9	28	399.2	31
Secondary	5.4	23	17.1	18	63.3	14	93.8	12	189.7	15
College	(a)		(a)		33.1	7	45.3	6	166.8	13
University	1.9	8	19.0	20	47.9	11	92.0	12	107.9	9
Technical	(b)		(b)		46.7	11	81.9	10	152.0	12
Teacher	0.8	4	3.0	3	10.3	2	24.4	3	17.7	1
Other Items	4.1	18	13.7	15	112.6	25	230.6	29	236.0	19
Total	23.2	100	94.5	100	450.9	100	789.9	100	1269.3	100

Notes. (a) included under universities, (b) included under teacher education.
Source. Pakistan Education Statistics 1947/48 to 1972/73.

Significant in Table 1 is the falling share of total expenditure on primary education. The 1972-80 Education Policy postulates a reversal

of this trend. Other items include the cost of the Federal Ministry of Education and of the estimated contribution to education expenditure of non-education government departments.

Enrolments

19. Schooling in Pakistan is neither compulsory nor universal. On the question of compulsion the Education Policy 1972-80 states,

> "Whether education should be made compulsory and if so, up to what stage and in what manner are questions of a serious nature.... On account of its far reaching implications in the socio-economic structure as constituted today, this issue is left for debate and decision by the Assemblies."

No further steps have been taken to make education compulsory. Universal education is the aim of the 1972-80 Education Policy. The aim is that primary education up to Class 5 should be universal for boys by 1979 and for girls by 1984. Universal education up to Class 8 for boys by 1982 and for girls by 1987 is also anticipated. Since 1st October 1972 education up to class 8 has been made free and up to class 10 (matriculation) since 1st October 1974. It is generally accepted that these targets cannot now be met and the revised target for universal primary education is 1982/83 for boys and 1986/87 for girls.

Estimated enrolment figures for 1972/73 are given below:

Table 2. Estimated Enrolment, Population and Enrolment Percentage for Education in Pakistan 1972/73 (in thousands)

	Enrolment	Population	Enrolment Percent
Primary (1 to 5)	4,440	9,425	47.1
Middle (6 to 8)	1,006	5,140	19.6
Secondary (9 to 10)	409	3,180	12.8
Intermediate (11 to 12)	140	2,917	5.1
Degree (13 to 14)	50	2,723	1.8
University (15)	22	5,461	0.4
Professional Colleges	38	-	-

Source. Pakistan Education 1974: A Sector Assessment, the Bureau of Educational Planning, Ministry of Education, October 1974.

20. The overall enrolment percentages disguise major differences between girls and boys and between urban and rural areas. In 1972/73 for example 63% of boys attended primary school and only 25% of girls. At the middle and secondary levels 19% of boys and 5% of girls attended. Another relevant factor is the high drop out amongst those that start school. For example only about 70% to 75% of those starting at Primary School in class 1 continue in class 2. A product of the low percentage of each age group going to school is massive adult illiteracy estimated to be about 80% of the adult population. Paradoxically Pakistan also suffers from the problem of serious graduate underemployment and unemployment only partly alleviated by the increasing flow of educated Pakistanis to Middle Eastern countries.

1972-1980 Education Policy

21. The Education Policy 1972-80 has the following main features. Its objectives are the furtherance of the state and the individual; the eradication of illiteracy through universalization of elementary education and adult education; increasing access to education particularly to women; a shift in curricula from general education to agro-technical education. To achieve these objectives universal primary education was to be achieved for boys by 1980 and girls by 1984 and education to class 8 made free. The primary curriculum was to be completely revised and agro-technical subjects introduced into middle schools; 11 million adults were to be made literate by 1980; improved support services were to be provided including separate radio and television channels for educational broadcasts, and radios and television sets distributed to schools. A National Service Corps of volunteer students to help with the plans for primary and literacy education was to be established as well as the Allama Iqbal Open University.

22. Progress in the implementation of these ambitious plans has been variable partly because of lack of funds and partly because some of the original time scales were unrealistic. It is relevant to the role of the Allama Iqbal Open University to mention that the primary school curriculum has been revised and that the University is contributing to its implementation through its in-service Primary Teachers Orientation Course. The University may also have a role in the training of teachers for the new agro-technical curriculum in middle schools.

23. The national continuing education and adult literacy programmes have made little progress. The AIOU contributes to these programmes in a small way through its integrated functional education project. Very few radio and television sets have been distributed to schools or adult centres and no action has been taken to establish separate educational radio and television channels. The National Service Corps has yet to be established. Commenting on the implementation of the Education Policy in 1974 the Sector Report of the Bureau of Education Planning states, "... The only significant recommendation not implemented (for higher education) was a cost - saving one, freezing enrolments in Arts programmes. The new universities, the centres of excellence and the area study centres are all relatively expensive innovations. ..

... The Policy targets for universal primary education have not and will not be achieved at present rates of expansion. The amounts budgeted for this purpose are inadequate ... Virtually no progress has been made in achieving the goal of the eradication of illiteracy."

This is a harsh comment but it underlines the two most pressing educational problems in Pakistan - increasing the provision for primary education and reducing illiteracy. All other problems and deficiencies in the educational system fade into insignificance compared with these two. This is not to be-little the achievements in the primary sector - absolute enrolments have increased from 900,000 in 1950 to about 5 million in 1975. But simply to keep pace with the population increase requires some 100,000 new primary school places each year. This is a measure of the magnitude of the problem.

PART C : THE ALLAMA IQBAL OPEN UNIVERSITY (AIOU)

1. Origins

24. The Allama Iqbal Open University (originally the People's Open University) was initially a vision of those who formulated the New Educational Policy (1972-80) adopted by the Government of Pakistan. In the chapter concerned with adult and continuing education the Policy makes the following reference to the establishment of the University.

> "Open Universities are being used in several countries to provide education and training to people who cannot leave their homes and jobs for full-time studies. A People's Open University will therefore be established to provide part-time educational facilities through correspondence courses, tutorials, seminars, workshops, laboratories, television, radio broadcasts, and other mass communication media. To begin with this university will provide facilities in fields and subjects of immediate importance such as the training of elementary teachers and members of the National Literacy Corps.and the promotion of rural improvement and community development activities."

In the Chapter on Curricula Production, Libraries, and Instructional Technology the Policy states:

> "People's Open University referred to in Section 7.10 of the Chapter on Adult Education will provide part-time education through the use of mass media and modern instructional techniques."

25. Earlier policy documents (1969, 1970) had also referred to the use of distance education methods - specifically for adult literacy training and in-service teacher training.

26. The proposal to establish an Open University was accepted in principle by the Ministry of Education and a caretaker 'Vice-Chancellor' was appointed until the University could be formally established by Act of Parliament. The People's

Open University Act No. 39 of 1974 was enacted in March 1974 to provide for the establishment of a People's Open University at Islamabad. The Chancellor and Pro-Chancellor of the POU are, by statute, the President of the Islamic Republic of Pakistan and the Minister of Education respectively. The Vice-Chancellor (the principal executive and academic officer of the University) is appointed by the Chancellor for a term of not more than four years.

27. The Act lists, inter alia, the following powers and functions for the University:

- "to provide education facilities for people who cannot leave their homes and jobs
- to provide facilities to the people for their educational uplift
- to provide facilities for the training of teachers
- to provide for instruction in such branches of learning, technology, or vocations as it may deem fit, and make provision for research and the advancement and dissemination of knowledge."

2. Who For?

28. The University is designed to cater for the needs of the following groups:

- working adults who cannot attend formal institutions
- house bound women wishing to improve their education
- in-service teachers, to improve their teaching methods and keep them abreast of charges in curricula and syllabi
- those unable to attend formal/conventional institutions for reasons such as location (remote areas) physical handicap, or cost.

29. In practice, at the moment, the AIOU is providing education for four main groups:

- serving primary school teachers
- professionals and sub-professionals working in other nation building departments
- urban housewives
- adults with at least 10 years of schooling, wishing to

complete their education by enrolling on university level courses.

Research work is also going ahead on providing functional education for illiterate and semi-literate villagers, mainly through face-to-face teaching in selected villages.

30. There is also a small number of students following on-campus courses (English, Secretarial Studies, Arabic)

3. What Courses?

31. The AIOU's distance teaching courses can currently be grouped into three main programmes:

(i) Teacher Education (in-service training)
(ii) General Education, with courses at Foundation, Intermediate, and Degree level (aimed at those with ten years' schooling to Matric standard)
(iii) Functional Education (skills courses related to occupational or community needs)

Courses within each of these groupings are made up of varying numbers of weekly units, each unit representing 8 - 10 hours Study Time. Courses are presented in cycles which, depending on the course, last 20, 24 or 48 weeks or longer. Current and planned courses are summarised in Table 1 below:

Table 1. Current and Planned Courses

Programme	Course	Units/ Weeks	Cycle	Student Nos.
Teacher Education	Educational Planning and Management (M.A. level)	48	1st (Jan '76)	30
			2nd (Feb '77)	67
	Primary Teachers' Orientation Course (PTOC) (Intermed. Pt. I level)	24	Pilot (Oct '76)	5,600
			2nd (July '77)	14,500
			3rd (Jan '78)	7,500
			4th (Oct '78)	c.7,000
	Secondary and College Teachers' Courses	- In Planning Stages -		
General Education	Foundation level courses in			
	- Urdu	20	Pilot (Jan '77)	57
	- English	20	" "	179
	- Science	20	" "	68
	- Social Studies	20	" "	21
	- Maths	20	" "	57
	Intermediate and BA level courses in language, Science, Economics, Business Studies etc.	- In Planning Stages -		
Functional Education	Arabic	24	1st (July '75)	904
			2nd (Jan '79)	?
	Kitchen Gardening	One Year	1st (July '77)	c. 1,000
			2nd (Sept '78)	?
	Courses in agricultural and technical subjects and in family care	- In Planning Stages -		

32. As can be seen from Table 1, the PTOC course represents the AIOU's most significant achievement to date. The course was prepared by the AIOU at the request of the Council of Education Ministers, to help facilitate the introduction of the new primary school curriculum drawn up in 1974. The aim is eventually, through successive cycles of the course, to orientate all the 155,000 primary school teachers in Pakistan to the newly agreed Primary school curriculum. It is compulsory and free, for all primary school teachers; students for each cycle are nominated by the Provincial Education Authorities. The course is selective, and gives more stress to subject content than to teaching methodology. It covers Adult Literacy, Urdu, Science, Maths, Social Sciences, Population, Islamayat, Arts and Crafts, Health and Physical Education, and Evaluation. The course texts, which the teachers keep, represent valuable reference materials for the teachers' day to day work (few primary schools in Pakistan have text books of any kind).

33. The Foundation level courses of the General Education Programme are being revised as a result of the pilot cycle, which suffered a number of delays and set-backs attributable to the disturbed political situation in the country during 1977. Drafts of post-foundation level courses for this programme are currently in preparation. General education courses are advertised publicly, and students pay registration fees and course fees.

34. The functional course in vegetable growing (kitchen gardening) is intended mainly for literate people in towns and villages. It covers preparation of the ground, summer vegetables, and winter vegetables, in three manuals with associated broadcasts. A small course fee covers printing and despatch of the books, and an additional fee will be charged for those participants wishing to take an end-of-course examination.

4. What Media and Methods?

35. The principle media and methods used on AIOU courses are:

- specially prepared correspondence texts, which represent the principal instructional medium, and contain, to varying degrees, self-assessment materials for students to gauge their progress; no courses produced so far use any standard text books, so the correspondence texts need to be comprehensive. All the texts are written in Urdu (except for the MA in Educational Planning and Management, which is in English).

- broadcasts: radio broadcasts have been used for the PTOC course (and audio-cassette tapes for the General Education Programme Foundation Courses). The Arabic course is the first to have used television and radio (linked to the printed materials). Television has only been used so far on the Arabic course. Some film programmes have been prepared for the Vegetable Growing course.

- assignments are marked by tutors and sent back to students with comments and grades; end-of-course examinations are held under conventional conditions.

- tutorial classes: plans are now well developed for provision of face-to-face classes associated with certain courses at local study centres, and such classes have already started in certain areas.

- workshops: the MA Course in Educational Planning and Management ends with a one-month workshop at the AIOU campus for those students who have successfully completed the correspondence course.

- other aids: limited use of materials and equipment for practical work is included in the design of the Science component of the PTOC course, and in the Science Foundation Course; it is planned to have cassette players and tapes available at study centres for language courses.

36. The University is playing an important role in developing, on an experimental basis, materials and methodologies for others to use in the fields of adult literacy training and functional education.

5. Course Creation

37. The Academic Council is the University authority which approves course proposals. Recommendations are put to the Academic Council from the appropriate Committee of Courses. There is a separate Committee of Courses for each subject or group of subjects consisting of the academic staff of the Department concerned and four external teachers or experts of experience. Once a course is approved an adhoc group is formed to prepare the course. The Course Team concept is accepted in principle but there is no formal constitution for the Course Team, neither have procedures for resource allocation to course teams been fully agreed. In practice the process of course proposals and course development is a pragmatic one with the Vice-Chancellor taking a major part in determining priorities and timescales.

38. The great majority of academic staff time is taken up in writing the course texts and the associated assessment material. There has been considerable discussion about the most appropriate method of preparing the radio broadcasts for the PTOC and Foundation Courses: some favour the preparation of a draft script by the academic author, others favour preparation by the radio producer on the basis of information provided by the academic content specialist. Both methods have been used. Initially there was a tendency for the single voice programme with cross references to the printed material but increasingly there is an awareness of the need to develop alternative presentation modes. The television programmes for the Arabic course were prepared by PTV staff in collaboration with AIOU academics. The AIOU has undertaken its own filming for the Vegetable Growing course.

6. Course Production

39. Draft and final text manuscripts may be written in English or Urdu, and are translated and/or edited with the help of the academic staff in the Department of Urdu and the Head

of the Translation Cell. Apart from this involvement, however, editing is primarily the responsibility of the Unit author. The diagrams and illustrations which appear in some units are prepared by the design staff of the AIOU's Institute of Educational Technology. Final texts are printed or duplicated (depending on the course) from typeset or hand-calligraphed masters. PTOC units are produced in a quarto format and generally 3 to 5 units are bound into each course book.

40. Recording of the radio programmes has been done at the PBC training school in Islamabad, or on campus or at the National Folk Heritage production studio in Islamabad. Production of multiple copies of tapes for the 7 or 8 transmitting stations (and for the cassette copies for the pilot foundation courses) has been done using the facilities of the National Folk Heritage, Islamabad.

7. Course Distribution

41. The correspondence texts are sent to the student's home or other correspondence address through the postal system at regular intervals during each course. Four to six units are included in each package (ie. 4 to 6 weeks' work for the student). Packages are sent registered book post which adds to costs as compared with ordinary post but increases the chances of delivery. To save on clerical costs and to avoid transcription errors students complete pre-addressed labels as part of the registration process. These labels are then used during the course for the despatch of the material.

For the Elementary Arabic course the printed material was made available through booksellers. This arrangement may be continued for other functional courses but in general the University wishes to maintain control over its printed material distribution system.

42. Radio and television programmes are transmitted, respectively, by PBC and PTV. However, at the present time, the extremely high charges which PBC are obliged to levy for radio transmission make radio a very costly option justifiable only for courses with very large student numbers. And there

have been some difficulties in ensuring optimal transmission time-slots for television broadcasting. Negotiations are currently being carried out with PBC and PTV to arrive at suitable broadcasting arrangements. Planned average weekly transmission hours for radio and television over the period 1977-81 are shown below:

	1977-78	1978-79	1979-80	1980-81
Radio	3.6	7.4	11.7	15.0
T.V.	-	3.2	4.9	6.1

The AIOU assumes that most students will have access to radio receivers in their towns or villages. Coverage of television is not wide at all (many non-electrified villages, few families able to afford a receiver, television signals of limited coverage). However, it is planned that each study centre will eventually have a television and radio receiver for group use.

8. Student Admission, Registration, Records

43. Procedures for application and admission of students vary from course to course. For the PTOC course, student nominations are made by the Provincial Education Authorities. For the General Education and Functional Programmes, courses are advertised in newspapers and handbills, and a 'Guide for Students' provides general information on the University and on application procedures.

44. The student record system at the AIOU aims to fulfil the following functions.

- maintenance of basic student information and its updating
- maintenance of fee payment records
- recording of marks and grades obtained
- recording of study centre and tutor allocations

Presently there are different admission and registration forms for different courses and the students are required to fill in one single form or a duplicate in some cases.

The forms are kept in batches in different files. Lists of allocation of study centre and tutor are prepared from these files. For the PTOC, the regional offices of the University allocate the study centres and tutor in consultation with the nominating authorities. The correspondence with the students is maintained in separate files which are not kept for individual students. The recording of grades/marks in assignments is done on forms developed for the purpose. The entries for final examinations are made in a separate ledger in which cumulative results and average achievement of a student in continuous assessment is noted and his final level of achievement is determined.

45. At the moment discussions are being held on the design and use of a standard University Admission Form which will record all basic student data once acceptance for the first course has been offered, and a Course Registration Card with standardised information on tutor/study centre allocation, assignment and examination grades, and fees payments.

9. Student Support

46. The University has established seven Regional offices:

- in the Punjab, at Lahore and Multan
- in Sind, at Karachi
- in Azad Kashmir, at Mirpur
- in Baluchistan, at Quetta
- in the North West Frontier Province, at Peshawar
- in the Federal Capital area and Northern Punjab, at Islamabad

Two more offices are planned, at Hyderabad (Sind) and Faisalabad (Punjab).

The seven regional offices liaise with appropriate provincial, divisional and district authorities and other agencies in order that the University can make use of existing facilities and accommodation for the 400 planned AIOU study centres. The offices handle tutor applications and record and organize study centre activities for students; namely tutorial classes, discussion groups, audio-visual aids, practical work, laboratory classes and examinations.

To provide study centres and local tutorial support the University is dependent on educational institutions in the country and other agencies for use of their premises and staff. (i.e. the universities, the degree colleges, intermediate colleges, and professional colleges as well as the high schools. These institutions to a great extent are capable of facilitating the general education course offerings of the University. Their physical facilities remain unutilized in the evenings, when the Open University study centres will operate. The University is facing problems in establishing field-support services for courses meant for rural people, however, as the structure of field departments is too bureaucratic to organize tutorial support for rural clients. Arrangements are being made at federal and provincial levels in seeking co-operation from Divisions or Departments of Social Welfare, Rural Development and local governments for organizing tutorial support for rural people.

47. The main emphasis concerning student support is on correspondence tuition since this can be organised in all areas which have a regular postal service. Tutors receive a Tutor Handbook, and will attend short training workshops, to enable them to develop appropriate skills in providing constructive feedback to students on their written assignments, as well as in grading and marking. Tutorial classes at study centres, arranged by the Regional offices, are intended primarily to assist students in their understanding of the centrally produced course materials.

48. Each Regional Office is planned to have a small core of full-time staff (a Regional Director, a Superintendent, a clerk, a peon, and a chowkidar). Regional Directors - all seven are now in post - report to the Director of Regional Services at the central campus. The regional network, once fully operational, will play an important role in ensuring that the centrally organised teaching system meshes in with the variations in population, language, climate, and school year found in the different provinces of Pakistan.

10. Assessment and Examination

49. In addition to the self-assessment questions in the unit texts the University is using tutor marked assignments and final examinations for certain courses (eg. PTOC). Tutors are provided with marking instructions for each assignment. Some assignments may be taken under controlled conditions at the study centre. End of course examinations are set by the members of the course team and are taken unseen under strict security conditions. As a general policy course results are to be based on both continuous assessment grades and final examination. Because the first cycle of the PTOC course had no tutors it was decided to set objective examination questions which could be marked by clerical staff.

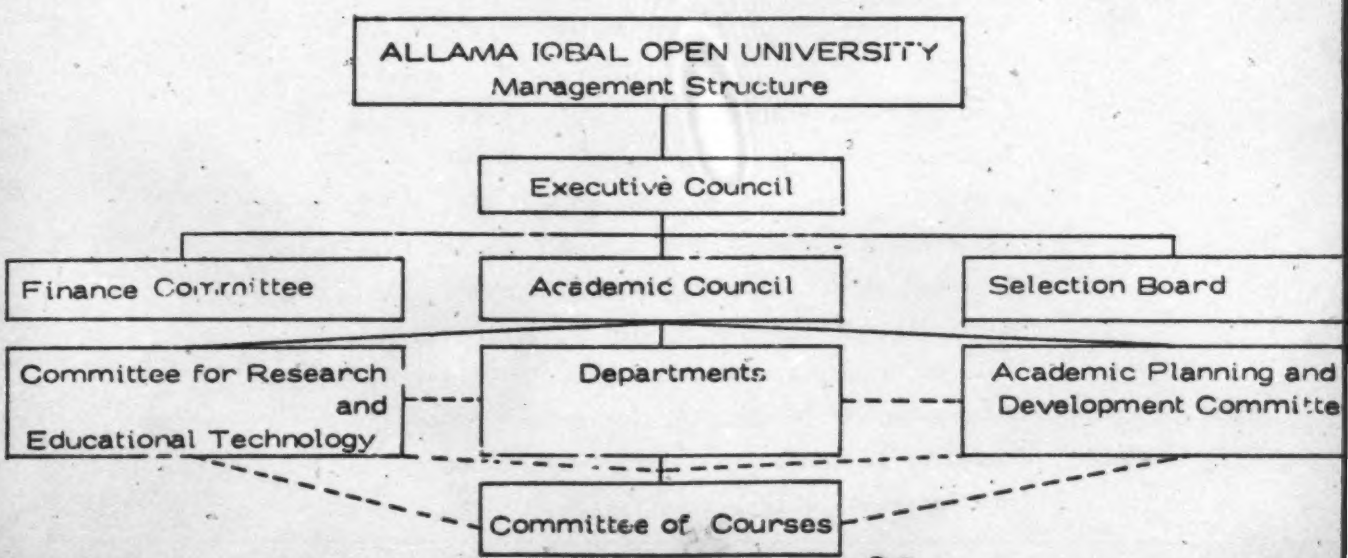
50. The functional courses do not at the moment have a continuous assessment element, but students who wish to can register for an end of course examination on payment of a small fee.

51. The General Education Programme of planned courses (in conjunction with the existing Foundation Courses) is based on a course credit system leading to successively, an Intermediate Diploma, a BA. Degree, and an MA. Degree of comparable standard with the qualifications awarded by other Boards and Universities.

11. Organisation and Administration

52. The management structure of the University is shown in chart 1 below:

Chart 1 : Management Structure



The Executive Council exercises "general supervision over the affairs and management of property of the University". The Vice-Chancellor chairs the Council, which includes, inter alia five Members of Parliament, two Members of the Academic Council, a Supreme Court Judge, the Managing Director of PTV, and the Director General of PBC.

The Academic Council, of which the Vice-Chancellor is ex-officio chairman, is the highest academic body of the AIOU, responsible for the standards of research, instruction and examination. Four members are drawn from the Executive Council, and it also includes three external experts as well as senior AIOU staff. A number of subordinate boards and committees, shown in the chart above, report to the two Councils.

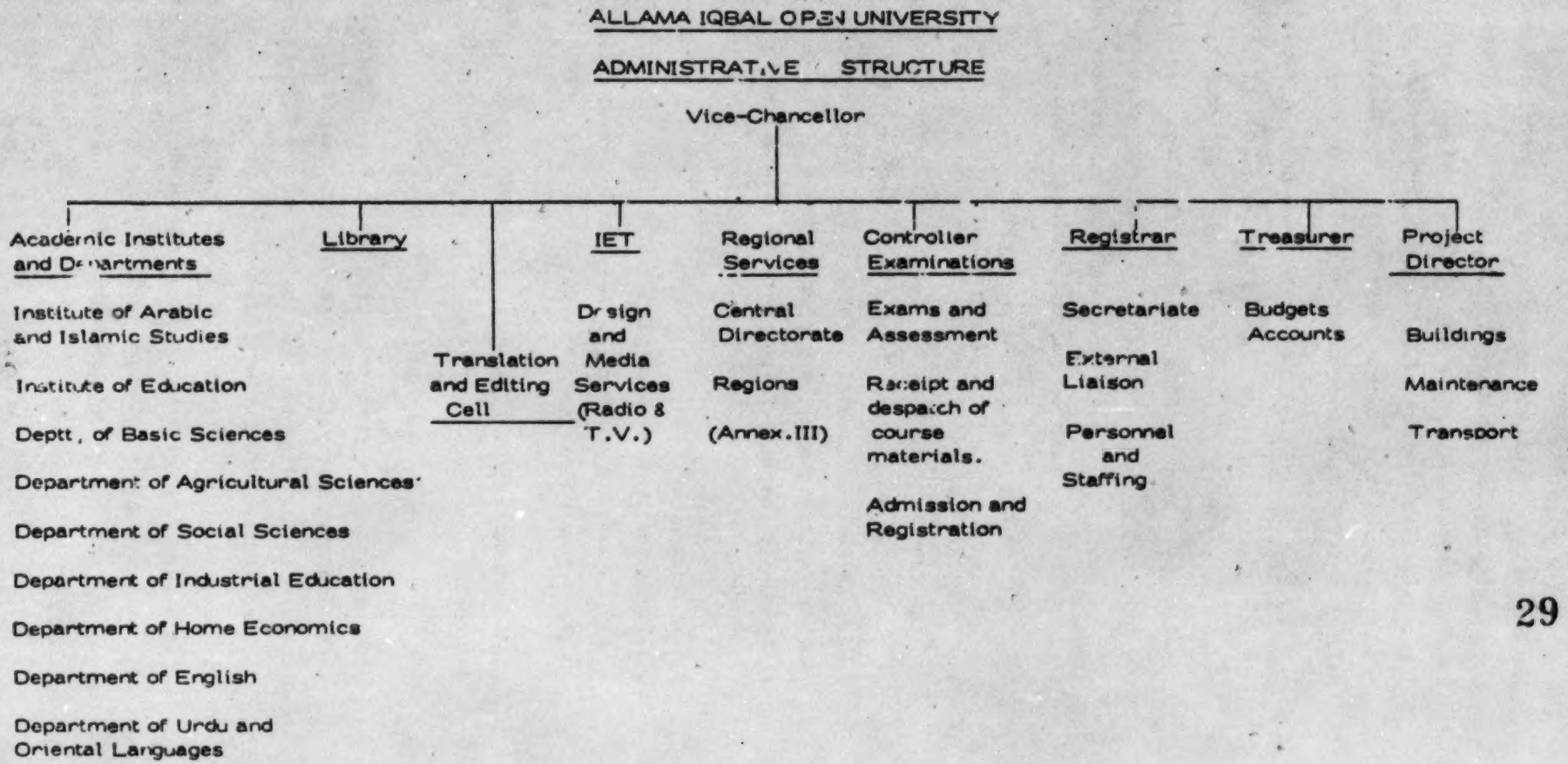
53. The University's Chancellor is the President of Pakistan, and the Pro-Chancellor is the Federal Minister in charge of the Ministry of Education. The Vice-Chancellor is appointed by the Chancellor for a period not exceeding four years. Five administrative officers of the University are directly responsible to the Vice Chancellor:

- the Registrar
- the Treasurer
- the Controller of Examinations
- the University Auditor (in Federal Government Service)
- the Project Director

Chart 2 summarises the University's administrative structure and the main areas of responsibility of the officers listed above.

54. Academic staff are currently grouped in Departments, as Faculties have not yet been established. Heads of Departments are directly responsible to the Vice-Chancellor. The Institute of Educational Technology provides media services to course preparation staff (radio, television, film and print, illustration and calligraphy). The Head of the Editing and Translating Cell is mainly concerned with the development of standard scientific Urdu.

Chart 2. Administrative Structure



12. Control

55. Overall Control of the University's activities and development rest with the Executive Council, with the Academic Council being responsible specifically for standards of teaching, research and accreditation.

56. Financial Control on a day-to-day level is handled through the Treasurer's office. All bills and other demands for payment addressed to the University must first be pre-audited by the University Auditor, who is a Federal Government employee. The University has, however, the freedom as an autonomous body to allocate the available funds (which come directly from the Ministry of Education) according to its own assessment of priorities.

57. Institutional Research to establish needs for particular courses, and to assess the effectiveness of existing courses and other university activities, although a specific committment of the AIOU, has so far been restricted to two areas:

- analysis of feedback from the pilot cycle of the PTOC course, mainly carried out by course team members
- execution of an action research project to develop suitable instructional materials for people in rural areas (the Integrated Functional Education Project); this project is being run and evaluated by the staff of the AIOU's Institute of Education, and covers training of village leaders and provision of materials for group activities (literacy classes, skills training, and general consciousness raising).

13. Resources

58. Staffing levels (1977) are shown in the table below:

Table 3. University Staff, 1977 by Department and Status

Department	Teaching or Equivalent Staff	Other Staff
Vice-Chancellor's Office	3	7
Registrar	5	12
Treasurer	2	12
Controller of Examinations	5	21
Auditor	1	3
Project Director	1	43
Arabic and Islamic Studies	3	3
Education	3	5
IFE Project	4	-
Languages	11	1
Agriculture	4	1
Industrial Education	1	1
Science	6	1
Social Sciences	6	2
Educational Technology	8	5
Typing Pool	-	6
Editing and Translation	1	-
Library	2	6
Regional Services	7	8
Total	73	139

A proportion of the academic and administrative staff are on limited secondments from other universities in Pakistan. A small number of external advisors from the British Open University (under ODM aid) are present at Islamabad on a series of one-year secondments, supported by a number of short-term consultancies each year. There are also six experts in Arabic from Saudi Arabia helping in the development of the AIOU's Arabic Programme.

59. Physical Facilities: the Central campus of the University is located on an 82 acre site on the outskirts of Islamabad. It is a 'green field' site to which road, water, electricity, telephone and drainage services are now provided. Four hostels have been completed on the site and allocated to the University for office and general use. All the central departments are located in these hostels together with class

rooms for campus classes, and bank, post office and canteen. The hostels have also been adapted to meet a number of specialist needs (sound recording studio, library, duplication unit, course material despatch and storage).

The University also rents a number of private houses in Islamabad for use as staff and student hostels. The total area available to the University is adequate for 1977/78 staffing and levels of activity. A building programme has been drawn up which provides for the following buildings by 1980/81: Teaching Departments Block, Institute of Educational Technology, Library, Administration, Services and Operations and Staff residential accommodation. The Institute of Educational Technology building includes sound recording, pilot television, photographic and design studios, and an auditorium. The Services and Operations building includes printing workshops and materials storage and distribution centre. The University expects the equipment for these two buildings to be provided by external aid agencies.

Regional offices are currently either in rented accommodation or in shared offices with the Provincial Co-ordination secretariat or other agencies. In the long term the University plans to construct purpose built Regional Offices which would include class rooms for use as a study centre.

60. Finance: the University is funded directly by the Ministry of Education. Ministry funding is divided into recurrent and development (non-recurring) and is allocated annually. External aid is included within the developmental funding. The University also receives income from student fees. The University has freedom as an autonomous body to allocate the available funds according to its own assessment of priorities.

Acknowledgments and Bibliography

(1) Allama Iqbal Open University: brochure, 1978

(2) S.M. Zaman and A. Qayyum: Open Education: Experiments, Experiences in Asia and Oceania: Pakistan, Bulletin for the Unesco Regional Office for Education in Asia and Oceania, No. 19 June 1978

(3) Dr. A. Qayyum: Distance Education and Rural Development, in Education Review, Ministry of Education, Pakistan Vol. 1, No. 1.

(4) D.J. Clinch: The Allama Iqbal Open University of Pakistan: a draft Case Study on Distance Education in a Developing Country, July 1977

(most of sections A and B and some of Part C of this study were drawn from this document).